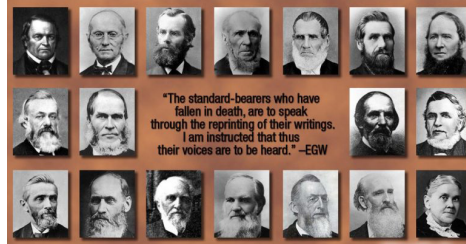


Not So Serious

ADVENTIST HERITAGE LESSON PLAN

visualARTS



Engage

Why do most pictures of early Adventist pioneers look so sullen?
How do artists use portraiture to convey emotion?

Students sit in a circle and try to make faces according to a list of emotions that were pre-generated by the teacher.

Essential Question

How have photos of individuals and groups of people changed over time and why?

Standards

FA.5-8.VA. 1, 7, 8, 9, 15, 16, 18, 20, 21

Learning Intentions

Students will demonstrate an appreciation for early Adventist pioneers in spite of their "serious" photos by relating positive narratives of those pioneers.

Art Terms

PORTRAIT:

a painting, drawing, photograph, or engraving of a person, especially one depicting only the face or head and shoulders.

PORTRAITURE:

the art of creating portraits

Materials

- stories and photos of Adventist Pioneers
- photos of current church or other leaders
- digital cameras
- computers
- printer
- tagboard or poster board
- photo paper or regular copy paper
- drawing supplies

Explore

Link the history of early photography to smileless portraits. See the following for teacher background information.

Link: **Now You Know: Why Do People Always Look So Serious in Old Photos?**

Discuss

Share stories of early Adventist pioneers showing examples that they were happy, positive, faithful people. (Examples: Grandma Ellen and Me by Mabel Miller and Heartwarming Stories of Adventist Pioneers by Norma J. Collins.)

Create

Students take six selfies or pictures of each other displaying six different emotions. Printed images are then arranged and attached on a tag board but not labeled.

Connect

Students will compare photos of Adventist pioneers to photos of current leaders.

Present & Reflect

Students will have classmates guess which emotions were being shown on their displays.

Success Criteria

1. Student will select an Adventist pioneer and share a positive story about that pioneer from memory.
2. Student's tagboard displays photos showing six different emotions.
3. Student's work reflects appropriate effort for their age and ability level.